

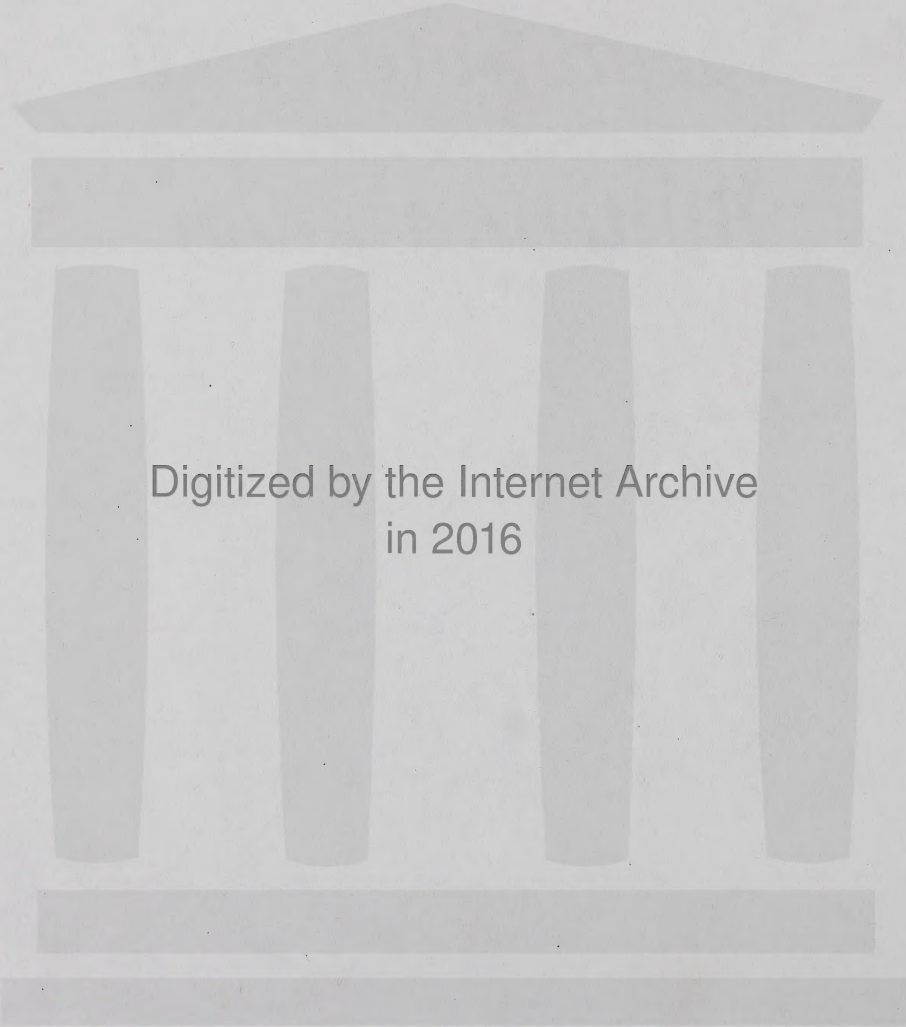
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1992-93 School Year

Social Studies 30
Diploma Examinations Program
Bulletin Update

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Social Studies 30

Diploma Examinations Program Update

for 1993

The following information provides an update for **teachers and students** of Social Studies 30 regarding

- dates for the 1993 diploma examinations
- marker information
- notes of interest
- 1993 scoring criteria and essay assignment
- revised scoring guide
- performance standards

Detailed bulletins of the Social Studies 30 Diploma Examination Program, including the design and blueprint of the examination and sample questions, are available from the Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, T5K 0L2. Telephone: 427-2948. Please direct any inquiries about this information update or the detailed bulletin to Tom Dunn, Acting Co-ordinator, or Elana Scraba, Assistant Director, Humanities Diploma Examinations, Student Evaluation Branch.

Dates for the 1993 Social Studies 30 Diploma Examinations

January 1993	Tuesday, January 26, from 9 to 11:30 a.m.
June 1993	Wednesday, June 23, from 9 to 11:30 a.m.
August 1993	Tuesday, August 17, from 9 to 11:30 a.m.

Marker Information

Social Studies 30 *Part B: Written Response* is scored by Social Studies 30 teachers selected from those who have been recommended as markers to the Student Evaluation Branch by their superintendents. To qualify for recommendation, a teacher must have taught Social Studies 30 for two or more years (or four semesters), be currently teaching Social Studies 30, and have a Permanent Professional Certificate.

Teachers who wish to be recommended as markers for January 1993 should contact their superintendents before October 1, 1992. Teachers who wish to be recommended as markers for June and August 1993 should contact their superintendents before March 2, 1993.

Often, more teachers are recommended as markers by superintendents than are required by the Student Evaluation Branch for any one marking session. The following criteria are considered when markers are selected for a particular marking session:

- experience as a marker (generally, first-time markers are given priority)
- regional representation (by zone, jurisdiction, and school)
- student population (proportional representation)

1993 Marking Dates—Social Studies 30 *Part B: Written Response* will be scored on the following dates:

January Examination — February 3 (Group Leaders);
February 4 to 6 (Marking)

June Examination — July 2 (Group Leaders);
July 3 to 6 (Marking)

August Examination — August 20

Notes of Interest

The Diploma Examinations—The Social Studies 30 diploma examinations for 1993 will be based on the *Senior High Program of Studies for Social Studies 30* (1990).

The 1993 examinations will continue to use newly developed multiple-choice question formats. These field-tested questions will focus primarily on critical thinking skills; for example, they may require students to detect bias in a piece of data, to recognize underlying assumptions, or to determine relationships among concepts or facts. The 1993 examinations will continue to emphasize comprehension and skill questions.

The written-response section of the examination will require students to write *one* complete and unified essay about an issue related to the content of the Social Studies 30 program.

Examiners' Report—The Examiners' Report for the June 1992 examination will be distributed in September 1992. An annual report summarizing results for the 1992 diploma examinations will be published in the fall of 1992.

Social Studies 33—There will *not* be a diploma examination for Social Studies 33 in the 1992–93 school year.

Inservices and Presentations—Student Evaluation Branch staff is available, on a limited basis, to provide inservices or presentations related to evaluation or the interpretation of examination results. Please call Tom Dunn or Elana Scraba at 427-2948 for information.

Samples of Students' Writing—A *Samples of Students' Writing* document for Social Studies 30 was distributed to schools in March 1992. Based on papers from the June 1991 examination administration, this document focuses on examples and discussions of student writing that received scores of "3" Satisfactory and "5" Excellent, and includes a summary section of conclusions and suggestions. Please note that the scoring guide in the *Samples of Students' Writing* document has been revised for 1993.

1993 Scoring Criteria and Essay Assignment

In July 1992, a committee of Social Studies 30 teachers reviewed the written-response scoring guide and recommended a number of significant revisions. As a result of this meeting, the scoring guide for the essay assignment has been revised for 1993. In particular, the scoring dimensions *Definition of the Issue* and *Presentation of Examples* have been retitled.

The committee felt that a more appropriate term for *Definition of the Issue* would be *Exploration of the Issue*. A student might ably demonstrate an understanding and appreciation of an issue's complexity and significance through a variety of approaches rather than just through a sometimes restrictive and often contrived introductory discussion of various positions and their underlying assumptions and principles. A student's understanding of an issue could be revealed in the text of the entire essay.

The committee also felt that the term *Quality of Examples* more effectively expressed the requirements of the scoring dimension than did *Presentation of Examples*. The new term allows a clearer distinction to be made between the effective organization and application of evidence to form arguments (*Defence of Position*) and the accuracy and comprehensiveness of relevant examples developed as evidence.

The 1993 scoring criteria are *not* identical to those used in 1992. Please review the revised scoring guide, which is included in this update.

Please ensure that all Social Studies 30 students have access to this revised scoring guide.

The following information will be added to the diploma examination page containing **Reminders for Writing**:

Your essay will be evaluated according to these four criteria:

- Exploration of the Issue
- Defence of Position
- Quality of Examples
- Quality of Language and Expression

Scoring Guide and Requirements to Consider When Scoring the Dimensions of the Essay Assignment

SCORING GUIDE: TOPICS A AND B

1. EXPLORATION OF THE ISSUE (5 MARKS)

Students explore the issue by demonstrating an understanding of its significance and complexity.

REQUIREMENTS FOR THIS SCORING DIMENSION

- | | |
|--|--|
| 1. Understanding of the depth and breadth of the issue | • Does the writer demonstrate an understanding of the issue? |
| 2. Thoughtfulness | • Does the writer recognize the importance of the issue and its significance in an historical and/or contemporary context? |
| | • Is the writer aware of the complexity of the issue? |
| | • Does the writer establish an appropriate and meaningful context for the position taken? |

SCORING GUIDE: TOPICS A AND B

1. EXPLORATION OF THE ISSUE (5 MARKS)

SCORE	SCORING DESCRIPTORS
5 EXCELLENT	The exploration of the issue is insightful and mature. A perceptive discussion of the significance of the issue and its complexity is comprehensively developed. The context established reflects a thorough understanding and internalized appreciation of the issue.
4 PROFICIENT	The exploration of the issue is clear and adept. A competent discussion of the significance of the issue and its complexity is capably developed. The context established reflects a sound understanding of the issue.
3 SATISFACTORY	The exploration of the issue is straightforward and conventional. An adequate but often generalized discussion of the significance of the issue and its complexity is developed. The context established reflects an understanding of the issue that is generally clear.
2 LIMITED	The exploration of the issue is incomplete or lacks elaboration. The discussion of the significance of the issue and its complexity is superficial and lacks development. The context established may be difficult to discern, indicating a vague or confused understanding of the issue.
1 POOR	The exploration of the issue is minimal. Discussion of the significance of the issue and its complexity is disjointed, inaccurate, or extremely vague. The context established is difficult or impossible to determine, indicating a minimal understanding of the issue.
INS	INSUFFICIENT is a special category. It is not an indicator of quality. It should be assigned to papers that do not contain a discernible attempt to address the issue presented in the assignment or that are too brief to assess in this or any other scoring category.

SCORING GUIDE: TOPICS A AND B

2. DEFENCE OF POSITION (10 MARKS)

Students take and defend a position on the issue by developing and organizing logical and persuasive arguments.

REQUIREMENTS FOR THIS SCORING DIMENSION

- | | |
|-----------------------------|--|
| 1. Evidence of a position | <ul style="list-style-type: none">• Does the writer present a clear position with respect to the issue assigned?• Does the writer deal consistently with the issue under discussion? |
| 2. Logic and Persuasiveness | <ul style="list-style-type: none">• Does the writer select appropriate evidence to defend the position taken?• Does the writer draw a relationship between the evidence selected and the position taken?• Does the writer apply well-chosen and relevant historical or contemporary knowledge to develop and support the position taken rather than reiterate memorized information and facts in the apparent hope that such facts might support a position?• Does the writer base arguments on reason, conviction, and scholarship rather than on uninformed belief, unsupported assertions, or both?• Does the writer base arguments on valid assumptions and premises that support the credibility of the conclusions?• What depth of analysis and elaboration does the writer demonstrate?• Does the writer organize related arguments?• Does the writer develop the essay logically and coherently? Has the writer avoided irrelevancies, digressions, and redundancies? |

SCORING GUIDE: TOPICS A AND B**2. DEFENCE OF POSITION (10 MARKS)**

SCORE	SCORING DESCRIPTORS
5 EXCELLENT	The defence of position is based on well-considered, convincing, and logical arguments. The evidence chosen is deliberate and judicious, serving to support and develop the position taken. A strong relationship between the evidence chosen and the position taken is established and maintained throughout. The arguments presented are consistent and forceful, demonstrating maturity, insight, and/or originality. The content is ordered and controlled in such a way as to reinforce the writer's arguments.
4 PROFICIENT	The defence of position is based on sound arguments. The evidence chosen is appropriate, serving to support and develop the position taken. There is a clear relationship between the evidence chosen and the position taken. The arguments presented are logical and competently developed. The content is ordered in such a way that the writer's arguments are clearly discernible.
3 SATISFACTORY	The defence of position is based on one or more adequate arguments. The evidence chosen adequately supports and develops the position taken. The relationship between the evidence chosen and the position taken is generally established. While the arguments are generally sound, they may lack in persuasiveness and consistency. The content is ordered in such a way that the writer's arguments are generally clear and identifiable.
2 LIMITED	The defence of position is based on simple assertions rather than on development of supportive ideas. The evidence may be related to the issue but unrelated to the position taken, or the relationship between the evidence selected and the position taken may be hard to determine. If arguments are presented, they are repetitive, unspecific, contradictory, simplistic, or based on uninformed belief. The content is ordered in such a way that the writer's arguments are contradictory, vague, or redundant.
1 POOR	The defence of position is weak; i.e., the position taken is hard to determine OR little or no attempt is made to defend it. The evidence chosen may be inappropriate for the position taken. There is little or no relationship drawn between the evidence chosen and the position taken. The content is disorganized and leaves in doubt the writer's arguments.

SCORING GUIDE: TOPICS A AND B

3. QUALITY OF EXAMPLES (10 MARKS)

Students select, accurately develop, and apply relevant social studies examples to support their position.

REQUIREMENTS FOR THIS SCORING DIMENSION

1. Accuracy
 - How verifiable or factually accurate is the information in the selected examples?
 - Does the information presented reflect perceptions of reality that can be supported?
2. Comprehensiveness
 - What breadth or depth of understanding does the writer demonstrate by developing specific examples or applying a range of relevant examples?
 - Does the writer use the information in the examples to qualify judgments, form hypotheses, or speculate about the unknown?

NOTE: Examples from social studies content may be historical and/or contemporary and may be drawn from the study of Canada and/or other nations. Students are encouraged to refer to current events when appropriate.

SCORING GUIDE: TOPICS A AND B

3. QUALITY OF EXAMPLES (10 MARKS)

SCORE	SCORING DESCRIPTORS
5 EXCELLENT	The selected examples are comprehensive and specific, revealing a mature and insightful understanding of content and its application to the assigned issue. The examples are relevant and accurate, and are chosen deliberately, demonstrating a sophisticated knowledge of social studies content.
4 PROFICIENT	The selected examples are purposeful and usually specific, revealing a competent understanding of content and its application to the assigned issue. The examples are relevant and accurate, indicating a solid grasp of social studies content.
3 SATISFACTORY	The selected examples are largely conventional, revealing an adequate understanding of content and its application to the assigned issue. The examples are relevant but may contain some minor factual errors, or there may be a mixture of relevant and extraneous information. Understanding of social studies content is generalized rather than specific.
2 LIMITED	The selected examples are unfocused or inappropriate, revealing a vague understanding of content and its application to the assigned issue. The examples are potentially relevant but contain inaccuracies or extraneous detail. Understanding of social studies content demonstrates confusion or oversimplification.
1 POOR	The selected examples are either so scant, overgeneralized, or inaccurate that they indicate a poor or almost complete lack of understanding of content and its application to the assigned issue. The examples contain major and revealing errors, indicating a minimal understanding of social studies content.

SCORING GUIDE: TOPICS A AND B

4. QUALITY OF LANGUAGE AND EXPRESSION (5 MARKS)

Students communicate clearly and effectively, demonstrating control of syntax, mechanics, conventions, and vocabulary, including appropriate social studies terminology.

REQUIREMENTS FOR THIS SCORING DIMENSION

- | | |
|--------------------------|--|
| 1. Syntax and Vocabulary | <ul style="list-style-type: none">• Does the writer use correct, appropriate, and effective syntax and vocabulary? (“Syntax” is the way in which words are strung together to form phrases, clauses, and sentences. “Vocabulary” is the collection of words used, including social studies terminology.) |
| 2. Conventions | <ul style="list-style-type: none">• Does the writer use correct or appropriate grammar, spelling, capitalization, and punctuation? |

NOTE: When marking this dimension, markers should consider the effectiveness of the total impression created by the writer. Proportion of error to the complexity and length of the response must also be considered when marking this dimension.

SCORING GUIDE: TOPICS A AND B

4. QUALITY OF LANGUAGE AND EXPRESSION (5 MARKS)

SCORE	SCORING DESCRIPTORS
5 EXCELLENT	The writing is skilfully structured and fluent. Vocabulary is appropriate and effective. Syntax is controlled and varied. The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.
4 PROFICIENT	The writing is clear and generally fluent. Vocabulary is appropriate and specific. Syntax is controlled. Minor errors do not reduce the clarity of communication.
3 SATISFACTORY	The writing is clear. Vocabulary is adequate but tends to be general rather than specific. Syntax is generally straightforward. Despite minor errors, the student demonstrates control of conventions.
2 LIMITED	The writing may be unclear and/or ineffective. Vocabulary is inappropriate and/or imprecise. Syntax is immature and/or awkward. Errors indicate a lack of control of conventions.
1 POOR	The writing is frequently unclear and not fluent. Vocabulary is frequently inaccurate. Syntax is confused and uncontrolled. Frequent errors impede communication.

Social Studies 30 Performance Standards

Objectives of the Course

Social Studies 30 is intended for students who have an interest in a course that is based on ideas and issues drawn from history, geography, economics, other social sciences, and the humanities. The course is designed to prepare students for academic studies in the social sciences, or other disciplines, at the postsecondary level. As such, the course demands that students develop skills in gathering, organizing, interpreting, analysing, synthesizing, and evaluating information and ideas, as well as in discussing and writing about complex political, economic, and historical issues. Students are expected to develop critical and creative thinking skills and to demonstrate complexity and independence of thought. Students who do not plan to undertake postsecondary studies are better advised to enrol in the Social Studies 33 course.

Social Studies 30 develops thinking skills (the ability to acquire, evaluate, and apply information), communication skills (the ability to express thought and ideas orally and in writing), participation skills (the ability to interact effectively with others), and positive attitudes for the purposes of lifelong learning and responsible citizenship. Students who successfully complete the Social Studies 30 course have acquired the generalizations, key understandings, concepts, related facts, and content associated with the course knowledge objectives.

Performance Standards

The *Program of Studies* for Social Studies 10-20-30 outlines a number of objectives; with these objectives come certain expectations. Success in social studies is linked to three areas of understanding: a conceptual grasp of *chronology*; an awareness of the *context* of political, economic, social, and intellectual life within chronological periods, and the way these interact and change over time; and the development of *critical thinking* skills such as interpretation, analysis, synthesis, and evaluation of facts and ideas.

Students who achieve success in Social Studies 30 demonstrate competence in reading, writing, speaking, and thinking as they relate to these three areas of understanding. Students are expected to interpret and synthesize information from a variety of sources (charts, graphs, cartoons, tables, photographs, or text) and to draw conclusions from or make generalizations about their sources. Students are also expected to apply previously learned knowledge and skills to solve problems and confront issues in a rational and responsible manner.

Acceptable Standard

Students who attain the *acceptable standard* of performance in Social Studies 30 receive a final passing grade of at least 50%. Students achieving at this level are able to locate, organize, and recall information appropriate to a specific task. They are able to describe, to explain, and (in some instances) to apply learned information to familiar situations within a social studies context.

At minimum, these students are able to express themselves in terms of concrete elements of experience and memorized facts by demonstrating an adequate command of the conventions of language, and are able to recognize and identify key historical people and events. As well, these students are able to understand basic terms and concepts such as balance of power, sovereignty, fascism, and democracy.

Students achieving the *acceptable standard* are able to demonstrate rudimentary social studies skills such as interpreting information from several uncomplicated data sources when working independently, and are able to choose and defend a position on an issue. Such students are able to focus on specific and purposeful tasks independently. They are able to accomplish more complex tasks and understanding only with assistance, such as additional teacher guidance, peer consultation, or time to revise previously checked work. These students show a willingness and ability to interact with others, and to appreciate viewpoints other than their own.

Standard of Excellence

Students who attain the *standard of excellence* in Social Studies 30 receive a final mark of 80% or higher. Students achieving at this level are able to demonstrate maturity and insight in their understanding and application of social studies content. They are able to relate social studies concepts—internationalism, public and private enterprise, political and economic power, and the social contract—to historical and contemporary developments in the world, and to understand some of the complexities and intricacies of diplomacy, constitutional issues, the globalization of trade, or the causes of war.

These students are able to assess critically and evaluate various responses or proposed solutions to problems. They are able to define problems, weigh evidence, and draw conclusions by assessing sources of information for reliability and relevance. In doing this, they demonstrate such critical thinking skills as evaluating information for bias, determining underlying assumptions, and recognizing relationships among concepts and historical events.

Students achieving the *standard of excellence* are able to show clarity of thought as well as depth of analysis in their expression. Such analysis is deliberative and often creative, encompassing both the concrete and the abstract. These students are able to defend and justify intellectual and personal values, present and assess arguments, and appreciate the viewpoints of others. They are not only able to exhibit goal-directed self-confidence and self-discipline, and to demonstrate that they work effectively in independent settings, but they are also able to interact effectively and constructively with others in a variety of settings.

